

CLASSIFICATION REGISTER

WELCH'S SYSTEM OF CLOSE SUPERVISION

ILLINOIS EDITION

WELCH'S UNRIVALED SERIES SCHOOL BLANKS

W. M. WELCH & COMPANY,

177-181-183 ILLINOIS STREET,

CHICAGO, ILL.

TO THE TEACHER.

The following graded course of study corresponds to the work as outlined in the course of study for the State. The *subject matter* is here specifically designated, so that a definite record of what work each pupil did may be left for each succeeding teacher, and a report of the same be sent to the County Superintendent when required. The work in detail, with full suggestions, will be found in the State "Manual and Course of Studies." In making frequent references to it we have simply written, "See Manual."

Each teacher using this Register should read "How to Organize, Classify and Teach a Country School."

The work laid out for each grade is what is *usually* accomplished in the time specified. It does not follow that every school should accomplish this work in the time allotted; some schools may do more, some less. The age and ability of pupils, the character of their previous instruction, the regularity of attendance, &c., are variable elements which will influence the time required to do the work laid out for each grade. This need make no difference in the classification record; for each pupil is classified in the grade in which he has been working. If, at the close of the term, the work of that term has been but half finished, this will be shown in the "Remarks," and the pupil's place in each study will be shown still more definitely in the *syllabus of classes*. This shows to what page in each book each class has gone, thus recording more definitely the point in the work at which each pupil left off.

The first organization and gradation of any school is the most difficult, and should be done with great care. The chief object of this record is to convey information to succeeding teachers and, by means of the fac-simile reports, to the County Superintendent, hence, each teacher should make as *full and complete* a record of the work as possible. Let this record show *all* the work that every child has been doing, whether in the text book or orally (blank columns are provided for extra branches and general work). Let it show the number of classes in each branch and the pupils (by their numbers) belonging to each class; the work canvassed in each branch, by pages, or by a note under the head "Remarks," and any other information that may be helpful to succeeding teachers.

New teachers should not make radical changes in the organization of a school until they have become familiar with the school, at least, and then not without good reason.

It seems superfluous to say that no true teacher will, by word or action, disparage the work of his predecessor.

HOW TO CLASSIFY THE SCHOOL.

1st. Read the course of study carefully.

2d. Ascertain in which year of the course the pupil has most of his work, and classify him in that year. If he has studies ahead or behind his year, indicate it by writing the number of the year of such irregular studies directly over the standing in said studies. For example, if the pupil is classified in Fifth Year, but has, say Arithmetic, in the Seventh Year with a standing of 85 per cent, this fact would be noted in the column headed Arithmetic, thus: $\frac{7}{85\%}$ (See sample page.)

3d. Leave a space of a few lines blank between the grades for pupils that may enter school later. (See sample page.)

4th. At the close of the first week of the term enter the standings of the pupils as you have determined them, or as taken from the record of the previous term. The first entry will show what each pupil is doing at the *opening of school*.

5th. After each term examination the teacher should make an entry in the Register showing the status of each pupil at the *close* of the term, each being classified in the Division and Year where he is working. The final record at the close of the term being to convey information to succeeding teachers, it should be full and complete. (See Introduction "To The Teacher.")

6th. To indicate in the record more *precisely* where each pupil belongs in the course of study, see "Syllabus of Classes." By this means the County Superintendent or any one who inspects the school may see at a glance where in the course of study each pupil is working, and what he is doing.

7th. Pupils should pass satisfactory examinations before being promoted from one grade to another. They should be promoted as soon as their advancement and ability warrant it. This system of promotion may be made an efficient incentive to pupils to finish a part of the course of study each term, and they should receive from the teacher a "CERTIFICATE OF PROMOTION" showing their standing and the grade to which they are promoted. These certificates of promotion are usually furnished free to teachers by the County Superintendent of each county.

8th. When a pupil has completed a study and passed satisfactory examination, credit him with it in the column of "Studies Completed This Term," and where pupils in the Intermediate and Grammar Grades complete studies and pass the County Superintendent's Central or Township Examination, their final standing should be recorded in the "Record of Studies Completed," in the back part of the Register. This record should show every study which each pupil completes in the Intermediate and Grammar Grades until he finishes the course and graduates from the district school. The graduating of classes is one of the greatest incentives that can be used in keeping pupils from "dropping out" of school. Diplomas for graduation should be furnished by the County Superintendent for all pupils who finish the course of study.

9th. "The Syllabus of Classes," shows every class in each study, and the pupils (indicated by numbers) belonging to it, also the pages canvassed by each class during the term. The names of pupils belonging to each class may be found by referring to the names corresponding to each number in the column of "Names of Pupils."

10th. The first classification of any school is most difficult, and should be made with much care. Succeeding teachers should not change the classification left by their predecessors, without good reason. (See Introduction "To The Teacher.")

11th. A pupil changing from one school to any other in which this Register is used, may receive from his teacher a certificate of his standing, which will enable the teacher whose school he enters to classify him without examination.

COURSE OF STUDY FOR COMMON SCHOOLS.

PRIMARY DIVISION.

FIRST GRADE—First Year.

Reading.—Charts and First Reader. Pupils should be able to recognize at sight about fifty familiar words before taking up First Reader. Teach script and printed forms from chart or blackboard, *associating* each form ("Word Picture") with the thing itself, or picture of it, or with some expression of the thought represented. Keep a list of all words learned upon the blackboard, and add new words as soon as learned. Gradually call attention to the letters which compose each word. (See Manual.)

Writing.—With long pencils on slate. (See Manual.)

Language.—In connection with all work, reading especially, lead pupils to talk in complete sentences; correct common errors of speech. In writing, teach them the simple rules for capitals in proper names, in beginning sentences, and the word I, and rules for use of terminal marks (question mark (?), period (.), etc.). (See Manual.)

Spelling.—Taught in connection with other lessons. (See Manual.)

Numbers.—Counting and adding *objects*, as pegs, beans, balls on the numeral frame, etc. All possible combinations of numbers, the result not to exceed ten. For some time objects should be *associated* with figures, to give the idea of numbers; teach the grouping of numbers by using pegs, beans, grains of corn, etc., likewise by actual measurement of feet in a yard, dimes in a dollar, etc. Adding simple columns of not more than ten figures, the result not to exceed thirty. Numbers of two and three figures read at sight, and written on slates. Roman notation to L. (See Manual.)

General Lessons.—Ethics—Conversational, on order, etiquette, cleanliness, etc.

GENERAL.—Talks on the human body, animals, etc.

OBJECT LESSONS.—The square, oblong, ball, etc. Draw on slates or paper.

COLOR LESSONS.—Common colors, as red, yellow, blue, green, orange, purple, etc., to be distinguished.

Busy Work.—Embracing much of the foregoing work in numbers, reading, etc., to be done on slates. *Keep children employed. Vary the work.*

SECOND GRADE—Second Year.

Reading.—Second Reader—Teach long and short vowels with their diacritical marks. (For further suggestions see Manual.)

Writing.—(See suggestions in Manual.)

Spelling.—Words of Reading lesson for the following recitation, spelled phonetically and by letter, and the pronunciation repeated until pupils can pronounce all new words fluently; then at the seats pupils should write *each new word* in two or more sentences, showing its various meanings. (For further suggestions see Manual.)

Language.—Work continued as in First Grade. (See Manual.)

Numbers.—Drill in rapid combinations of all the digits—adding single and double columns. Subtraction of simple numbers, multiplication with one figure in the multiplier. Reading and writing numbers to six places. Roman numbers to C. Multiplication table completed. (See Manual.)

General Lessons.—Continue as in First Grade.

Ethics.—Continue to find occasion to lead children into higher and purer thoughts, to eradicate selfishness, and cultivate generous actions. Relate anecdotes, citing noble deeds of great men. *This ought to be as much the work of the teacher as Arithmetic, Grammar, etc.*

Busy Work, Continued.—The teacher can easily devise new, varied, and profitable employment for seat work—such as number work, writing words of reading lessons in sentences formed by the pupil, drawing, writing, etc.

Physical Training.—Pupils will grow tired and dull. A new supply of fresh air and two-minute exercise in calisthenics will invigorate pupils for renewed effort and often preclude mischief.

INTERMEDIATE DIVISION.

THIRD GRADE—Third and Fourth Years.

Reading.—Third Reader—Correct faulty enunciation. Make pupils familiar with new and difficult words. Train them to see and grasp sentences or elements of sentences quickly and thus express the idea naturally. The painful effort of pupils to grasp words in reading comes from trying to pronounce unfamiliar words which should have been previously learned, and often begets "drawing." Train the pupils to express the thoughts of the author in language entirely their own. Read selections requiring great care in articulation. In this class the pupils should own and use a Dictionary. (See Manual.)

Writing.—Daily Drills in writing should be given to every class of Intermediate and Grammar Grades. (See suggestions in Manual.)

Spelling.—About one-third of the Complete Spelling Book; also all difficult words of other lessons. No word should be merely spelled and passed over without the assurance that the pupil can pronounce it fluently and use it in various sentences correctly.

Language Work.—Continued in connection with reading lesson. Compose sentences using all the *new* words. Pupils write up the substance of the reading lesson in language entirely their own. Cause children to *talk* about the reading lesson, pictures, flowers—anything, and lead them to express their thoughts in well-rounded sentences.

LETTER WRITING should be made a prominent feature of the work of this class.

Thus far the language work is outlined in connection with reading but its importance should not be overlooked on that account. (See Manual.)

Arithmetic.—Elementary Arithmetic through Division. Teachers should insist upon a clear, *concise* analysis of each problem. Continue Drills to secure accuracy and rapidity.

Geography.—Location and direction of objects in familiar places, as schoolyard, neighborhood, township, county and State. Globe lessons—the earth as a whole, as to form, size, land and water forms; motions of the earth causing day and night. (See Manual.)

Physiology.—Oral lessons daily.

General Lessons.—Continue as in last Grade. Elementary Science, conversational lessons on History, Animals, Plants, etc. Tell pupils about the various occupations, industries and materials used, and excite interest, inquiry and investigation. *Remember that the professional teacher stimulates the pupil's mind to a desire for knowledge before giving it.*

FOURTH GRADE—Fifth and Sixth Years.

Reading.—Fourth Reader—Attention to the rules and principles of good reading. Cultivate the habit of reading "to get the thought" clearly; cultivate the habit of attentive listening by having one pupil read while the rest listen; call on some pupil to state clearly what was read; call attention to the ability of different pupils to bring out the thought of the author clearly. Continue use of Dictionary as in third grade. Analyze words; prefixes and suffixes; *word defining* in sentences—oral and written. (See Manual.)

Spelling.—About second third of book; also continue spelling the difficult words of other lessons.

Language.—Continue work of Third Grade. Parts of speech and their uses, their subdivisions and properties. Pupils may use a text book or not, as the teacher thinks best. Every point should be applied in oral or written work, and each should be thoroughly mastered before another is taken up. (See Manual.)

Arithmetic.—Factoring and its applications; Fractions, common and decimal, and compound numbers. (See Manual.)

Geography.—Elementary Geography completed. Pupils should have drawn maps of Europe, Asia and Africa, and taken a general survey of each; topical outline of your own State.

Physiology.—Oral lessons in physiology with the Third Grade.

General Lessons.—Lessons on the human body and health lessons continued. Continue elementary lessons in Civil Government and History, Astronomy and Natural Philosophy; at least give occasional lessons on government of the School District, Township, County, State and Nation in outline.

Inculcate in pupils patriotism, regard for rights of individuals, and obedience to laws, in connection with lessons in practical morality.

Primary History U. S.—(In sixth year. See Manual.)

ADVANCED DIVISION.

FIFTH GRADE—Seventh Year.

Reading.—Fifth Reader completed. In this grade it would be well to introduce some such supplementary books as Hawthorne's "Easy Chair Series" of Historical Readers, or their equivalent, in connection with the Fifth Reader. These books will give a great variety of work.

Writing.—Continued as in former Grades. (See Manual.)

Spelling.—Complete and review the Spelling Book.

Grammar.—The Complete English Grammar, about first half of book; analysis, parsing, syntactical criticisms and corrections; composition to apply principles of Grammar. (See Manual.)

Arithmetic.—Review common fractions thoroughly for accuracy and rapidity; also decimal fractions; master the tables of weights and measures; begin percentage. (See Manual.)

Geography.—The Complete or No. 2 Geography; study topically taking up the work in a connected whole; draw maps giving only the principal features. (See Manual.)

U. S. History.—(See Manual.)

Physiology.—With A Class or Intermediate Grade.

General Lessons.—Outlines of Civil Government and History continued. Daily exercises in penmanship continued.

EIGHTH YEAR.

Reading.—Occasional; special selections from English and American authors.

Grammar, finished and reviewed; about three lessons each week, should be given monthly to composing and construction, alternating with lessons in Grammar. The A and B classes of Grammar Grade should be combined when possible. (See Manual Advanced Division.)

Arithmetic.—Finish the Complete and review it. In reviewing give plenty of original examples and supplementary work. (See Manual, Advanced Division.)

Physiology.—Text book finished.

History.—Of United States finished and reviewed; use maps wherever practicable. The lessons in Civil Government may be alternated with History if there is not time for each as a separate study.

Elementary Sciences.—The teacher can do much good in introducing pupils into the study of Botany, Natural Philosophy and Astronomy by reading occasional lessons in elementary books on these subjects.

EXPLANATION OF THIS SYSTEM.

IF YOU "KNOW IT ALL," DO NOT READ THIS.

If you want the best results from the system, see that the importance of each point is fully understood. "The system is doing a grand work!" comes to us from every county where it is *thoroughly understood and faithfully followed*.

Our interest does not end with the introduction and sale of the Register. We want to see the **ENTIRE PLAN OF SUPERVISION** in operation, thoroughly understood and faithfully executed.

To this end we give below an

Outline of this Plan of Country School Supervision and Gradation.

1st. Every school has a Classification Register with a Course of Study.

2d. The County Superintendent sends classification blanks to the teachers at the *opening* of the school.

3d. The teacher, after completing the organization and classification of her school, *makes a record of it* in her Classification Register at the close of the **FIRST WEEK** of the term and immediately sends a *fac simile* classification report to the County Superintendent, showing him the organization and classification of the school at the *beginning* of the term. The County Superintendent is thus enabled to remedy defects and make suggestions before the term is far advanced. A similar report may be sent to the County Superintendent at the end of each month *if the Superintendent thinks wise*.

4th. At the close of the term, the teacher *enters the record of the entire term's work* in the Classification Register for her successor, and sends a *fac simile* report to the County Superintendent. The more *complete this last record is made* the more information may be conveyed to the succeeding teacher and the County Superintendent.

5th. Teachers should make pupils familiar with the course of study, showing them their "year" or "grade" in the course, and calling their attention to studies in which they are ahead or behind their grade.

Promotions.

When a pupil has finished a grade of the course of study, and passed a satisfactory examination on the work canvassed, the teacher should grant said pupil a **CERTIFICATE OF PROMOTION**. This certificate of promotion is made an efficient incentive and stimulus by skillful teachers. Certificates of promotion should be furnished to each teacher by the County Superintendent.

Examinations.

EXAMINATIONS BY TEACHERS.

Each teacher may hold an examination or review on the work canvassed during each month, at the close of the month, or at such periods as the County Superintendent of each county may direct.

TOWNSHIP OR CENTRAL EXAMINATIONS.

In February or about a month before the winter term closes, the County Superintendent sends blanks to each of his teachers to be filled out and returned to him. These reports will show whether there are any prospective graduates or any pupils ready for a *junior* examination, which the Superintendent may think wise to give pupils one year before they attempt to graduate. The following is a suitable form of blank:

Name (or designation) of school.....
 This term commenced..... 188... will close..... 188...
 No. of candidates (from senior grade) for graduation at close of this term.....
 No. of candidates (from senior and junior grades) for graduation at close of next winter term.....
 Total No. recommended by teacher to take the County Superintendent's examination.....
 Remarks:

NOTE.—While all pupils of junior or senior grades (*i. e.*, the last two grades in the course of study) may be recommended by the teacher to take this examination simply as a test of scholarship, *no pupil who has not pursued all the common branches uniformly or, at least, brought up back studies* will be examined as a probate candidate for graduation.
 County Superintendent.

Having thus ascertained the number of pupils recommended for examination in the various schools of each township, the Superintendent should appoint a day and name a schoolhouse most central and convenient for those of the township or townships who are to meet there, and inform each teacher of the time and place appointed for the examination. If possible, the Superintendent conducts these central examinations in person; otherwise, he should appoint a competent teacher or committee to take charge of it, and furnish said person or committee with suitable examination questions in sealed envelopes to be opened at nine o'clock on examination day.

Instructions as to suitable examination paper, proper labeling, binding, paging, etc., of examination manuscript should be given by each County Superintendent.

The Superintendent will report to each teacher the result of the examination, designating the successful candidates who are recommended for graduation.

Besides this annual examination two other term or test examinations may be held the last of December and May, when the County Superintendent so directs.

Graduation Exercises and Granting Diplomas.

Pupils who pass the required examination will be entitled to **COMMON SCHOOL DIPLOMAS**.

At the close of the term, each school may have its *graduating exercises*, or two or more schools may unite for this purpose if deemed wise. At the close of these exercises the President of the School Board will present each graduate with a diploma signed by the Teacher, County Superintendent and President of the School Board.

The County Superintendent may make arrangements with the various High Schools of the county, whereby country pupils holding Common School Diplomas may enter specified grades without further examination, thus binding the Common School and High School together, and using this as an incentive to higher work.

Monthly Reports to Parents.

These are an excellent means of keeping the school work before the patrons. They are a *regular, periodical* reminder. They also serve as an efficient medium of communication between parents and teacher. They show to parents the studies pursued by their children, the work canvassed, the time lost by tardiness or absence, books and material needed, etc. They are their children's "monthly statements of account." One report lasts a term, being signed and returned by the parent each month. A tablet of these reports should be furnished to each teacher by the County Superintendent.

Examination Paper.

A wide-awake County Superintendent will make an effort to have his teachers require pupils to use examination paper with suitable headings and marginal ruling. This conduces to neatness and system in the work, and is just as cheap. He can easily have this done, by sending to each teacher a sheet of the kind he wants used. He should instruct teachers to properly label and preserve on file all manuscript of monthly or periodical examinations. This examination manuscript, essays, language work, etc., should be neatly arranged for inspection by patrons and others who may visit the school.

Value and Proper Use of Classification Reports.

They show to the County Superintendent the organization of the school, the program, number of classes, time for each recitation, and the studies that each pupil is pursuing. The Superintendent should promptly notify teachers of defects in organization as to number of classes, poor programs, etc., also as to deficiencies in studies pursued by any pupils.

These reports when orderly filed in book form may be carried by the Superintendent while visiting schools and (the principal defects of the school that require his supervision having been previously noted in each report) consulted before entering each school.

Let such a plan of supervision of country schools as outlined be faithfully carried out and we shall see:—

1st. Each school properly organized and the pupils pursuing the proper studies selected under the direction of the teacher and sanctioned by the County Superintendent.

WHERE NOW the school is tossed together, and the studies selected by chance, or by the whim of the pupil.

2d. A definite outline of work for each term, and an incentive, like that of graded schools, to complete the course of study and graduate.

WHERE NOW there is no outline of work, no objective point to reach, and, instead of spurring on to graduation, studies grow monotonous, school becomes distasteful, and pupils simply "quit school" by "*dropping out*" *all along the way*.

3d. The County Superintendent is in truth a Superintendent of the organization of every school, maps out the work, has supervision over the studies and work of *every child*, communicates and co-operates with each teacher on every defect and deficiency reported, and holds a "tight rein" over every school, every teacher and every pupil. He is thus a guide and a helper to every teacher, and his *directing hand is felt by every pupil*.

WHERE NOW the County Superintendent knows but little of the organization of any school, and does not pretend to map out the work for his teachers, regulate the studies pursued by children, arrange programs, or regulate the number of grades and classes.

4th. The new teacher, without wasting several days and upsetting the organization of the school as "all wrong," begins school at nine o'clock the first day where the last teacher left off (the same as in city graded schools), having a complete record of the work done by each pupil, and by each class, and a program, and plan of the school work.

WHERE NOW each teacher begins in the dark as to what has been done by her predecessor—no record or plan, program, classes, studies pursued—nothing! And now a week or two of general upsetting, a turning back to the beginning of books, a new organization of the school, which "will be fairly in working order in about two weeks," and a strong feeling on the part of the new teacher (and unfortunately, too often an expression of it) that "the preceding teacher knew absolutely nothing about teaching school."

W. M. WELCH, PUBLISHER.
GARDEN CITY, ILLINOIS. | PATXON BLOCK, OMAHA,
CHICAGO.

OUR SPECIALTIES.

County superintendents purchase, and supply their teachers and schools with the following:

FOR COUNTRY SCHOOLS.

Classification Registers and course of study, \$1.25	
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" " " " style B, per doz.....	1 00

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" " " " 200 for.....	15 00
" " " " 300 for.....	23 00
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ALSO A FULL LINE OF DAILY REGISTERS, SCHOOL OFFICE BOOKS, RECORDS, AND ALL SCHOOL BLANK FORMS.

W. M. Welch, Publisher, Chicago and Omaha.

NEW OPENING EXERCISES.

BY PROF. C. H. GUNNEX.

(GLOTTI BOUND, \$1.00.)

How to open school each day is a practical question for wide-awake teachers.

Whether the Bible be used or not may be left to the judgment of each teacher, but in any case there ought to be some special exercises. "Opening Exercises" by Prof. C. H. Gunnex is one of the most powerful special helps in child psychology, and is not only a pleasure to read, but a pleasure to use. Here the child may learn to study systematically and to love it. Here its whole being may be attracted ethically for the day's work.

A progressive teacher rose in an association recently and stated that she had completely broken up tardiness by the interest created in opening exercises.

Prof. Gunnex has prepared a book of "Opening Exercises" that will be of benefit to teachers and pupils. It contains fresh, interesting, and beautiful opening exercises for every day in the year.

There is a Program of Exercises for each morning which may be varied or modified by each teacher as occasion requires.

We quote as follows from the Author's preface: "Every OPENING EXERCISE should be (1) brief, (2) interesting and attractive, (3) appropriate and preparatory for the work of the pupil, (4) educative and elevating, and (5) refreshing to the teacher."

"Opening exercises are required with much interest. The beginning of each school day should be a matter of constant interest to every teacher. A day well and pleasantly begun is likely to be a pleasant and successful day, and to have a pleasant and successful close. The wide-awake teacher says: 'What shall I have for my next opening exercise?' The routine teacher thinks nothing of the matter."

"Opening exercises carefully and judiciously prepared, and wisely conducted, form an important part of a school day. As a part of *moral education* a good opportunity is presented."

To create favorable impression.

To lead to admiration of pure character and a desire to attain the same.

"Taking character study and the virtues the basis of work, no lack of material need be felt by any energetic and ingenious teacher."

Glotti bound, price \$1.00.
Special prices to teachers desiring a quantity for the use of pupils.

W. M. Welch, Publisher, Chicago and Omaha.

HOW TO STUDY.

A BOOK FOR SELF-IMPROVEMENT IN SCHOOL, AND HOME.

(GLOTTI BOUND, PRICE \$1.00.)

The purpose of this book is

1st. To train students in *enjoyed habits* of studying each branch; to inculcate method and system; to lead them to such habits of study and of thought as will conduce to the healthful growth of the various faculties of the mind and make bright, active, interested pupils who may be dull, plodding and indifferent ones; to lead them to study with interest and avidity for growth regardless of "amount gone over" or of "what books studied"; to lead them to form habits of life that will go with them beyond the school-room, and guide and control them in each day's work, and encourage and nerve them in fighting each battle and solving each problem that every day is sure to bring to earnest and thoughtful students, especially to those with a healthful sense of responsibility.

2d. To give special attention to *character building*. The teacher is led to carefully observe and methodically examine pupils in the elements of Character, such as truthfulness, honesty, chastity, generosity, unselfishness, brotherly love, patriotism, valor, nobility, etc.; to note those whose lives are rank with the qualities of selfishness and the black weeds of impurity and meanness; to lead the pupils themselves to a realization of their defects and weaknesses and an appreciation of the virtues they possess or may attain, and to instruct and drill them, through the inspiration of noble thoughts and the cultivation of noble persons, to become, day by day, purer, stronger, nobler boys and girls.

3d. Teachers can easily form one class of the Third, Fourth and Fifth Reader pupils, in each school, for recitation and drill in the work each day. The book itself will form the basis of the lesson for discussion, but selections from other authors, relating to the subject under discussion, may be brought in, anecdotes of important historical characters told or read, and assigned essays on the topics discussed may be read by the pupils themselves.

4th. To teachers who form such a class we will furnish a book for their desks free, and will make a very low rate on a number for their pupils.

W. M. Welch, Publisher, Chicago and Omaha.

THE TRUE END OF EDUCATION

We quote the following from Hon. J. L. Brown's editorial in his paper, the *Herald*:

"Knowledge and wisdom are very different things. Many people acquire knowledge; few get wisdom."

"The faculty of acquiring and committing is not one of the highest orders. In fact, it is often found in inverse ratio to the power to organize, apply and utilize, and the wrong habit of acquiring knowledge may do more harm to the student than the knowledge itself benefits."

"Not so much what facts a student gains from a study as what he is after it; not the knowledge acquired but the wisdom developed, not the learning of the books but the healthful growth of the man, physically, mentally and morally 'is the true end of education.'"

The above quotations are from the author's preface of a valuable little book, designed for the use of pupils in self-improvement, both in school and at home, entitled: "How to Study," by W. M. Welch.

This book aims to give pupils suggestions and direction as to the manner and method of study. In the first forty pages it gives general suggestions on developing an active, healthful, vigorous mind, and points out the evil effects of bad habits of study and of thought.

Next it takes up the common branches separately, giving suggestions on the method of studying, etc. The last part is devoted to character building, or the development of the man as a work, apart from the acquisition of knowledge.

While the entire work is unique, intensely interesting and destined to be of incalculable value, to teachers no less than pupils, the last part contains the crowning features that will save our education in our common schools, but the social aims of the average social circle of the present day as well. We regard this little work as one of the most valuable contributions to human progress that this progressive age has produced, and we have no hesitation in saying that a copy of it should be in the hands of every teacher and every pupil of the Third, Fourth and Fifth Reader classes in all our schools and a systematic use made of them, until it can no longer be truthfully said of the average graduate of our schools: "He has learned all the knowledge of the books and yet he is simpler than when he entered school."

WELCH'S SYSTEM

—OF—

Classification, Gradation and Close Supervision,

CONSISTING OF

PERMANENT RECORD AND DUPLICATE REPORTS.

Showing the standing and advancement of each pupil, where each class began and left off work each term, the daily program—in short, the general organization of the school—to each succeeding teacher, and bringing the work of each school and each pupil under the personal supervision of the County Superintendent and enforcing the uniform, systematic pursuance of the course of study.

—BY—

W. M. WELCH, A. M.

School and Township Records,

In Strict Conformity with the Present School Laws.

REVISED EDITION, 1895.

W. M. WELCH & COMPANY, PUBLISHERS.
CHICAGO.

1895.

Entered according to Act of Congress, in the year 1884,
BY W. M. WELCH,
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Entered according to Act of Congress, in the year 1895.
BY W. M. WELCH & COMPANY,
In the office of the Librarian of Congress, Washington, D. C.

Classification and Standing for the Term Commencing

Winter

TERM.

Number	NAME OF PUPIL	Age	Year or Term	Orthography	Reading	Writing	Arithmetic	Geography	Language	Grammar	Composition	History, U. S.	Physiology	Civil Government	Studies Completed this Term	
Advanced Division.																
<i>Fifth Grade.</i>																
1	James G. Keanson	18	7	85		90	$\frac{8}{80}$			90	75	80	90	80	Reading	
2	Frank Peterson	14	7	95		80	$\frac{5^*}{85}$			75	80	85	90	85	"	
3	Delia Patterson	16	7	80		95	$\frac{8}{90}$			90	90	85	95	90	"	
4	Mary Gooly	17	7	75	80	85	85			85	95		85		History.	
5	Lewis Tabor	15	7	80	90	75	$\frac{5^*}{70}$			$\frac{5^*}{90}$	85		95		"	
6	John Duncan	14	7	80	88	84	89			90	80		85		"	
7	§															
8																
9	Intermediate Division.															
<i>Fourth Grade.</i>																
10	John Daley	14	5	90	90	70	$\frac{7}{80}$	85	$\frac{3}{80}$		60	$\frac{7}{75}$	85			
11	Henry Miller	13	5	85	90	80	95	90	75		70	$\frac{3}{90}$	70			
12	Bertie Lanes	14	5	90	90	60	$\frac{7}{95}$	95	$\frac{3}{60}$		75	70	80			
13	Fannie Minor	12	5	85	80	85	90	95	70		80	80	65			
14	Sarah Emerson	15	5	90	85	90	85	90	65		70	70	75		Oral Lessons.	
<i>Third Grade.</i>																
15	Robert Gooly	12	3	60	55	75	90	70	75		45					
16	Valen Patterson	11	3	70	75	80	90	60	85		85					
17	Mary Keansen	13	3	80	$\frac{5}{85}$	80	85	80	85		80					
18	Willie Kohues	11	3	60	90	70	90	90	80		70					
19	Nellie Ladell	12	3	40	85	85	70	85	70		75					
20	Kate Cameron	13	3	65	95	75	80	95	80							
21	Peter Emmet	10	3	75	95	65	75	85	75		40					
22	Sarah Manning	11	3	80	85	75	85	80	80		75					
23	§															
24																
25	Primary Division.															
<i>Second Grade.</i>																
28	Mary Pitkin	10	2	75	80	85	85									
29	Keannah Barlow	11	2	75	85	90	90									
30	Lillian Marsden	10	2	80	80	80	80									
31	Shelby Toluan	9	2	80	85	80	85									
<i>First Grade.</i>																
32	Andrew Ward	8	1	80	85	85	85									
33	Lulu Smith	7	1	70	90		80									
34	Otto Bright	6	1	80	80		90									
35	Arthur White	7	1	75	80		80									

*Figures above line indicate the pupil's year in that (irregular) study. (See explanation, "How to Classify the School.")
 A few blank lines should be left between the grades for pupils that may enter school later in the term.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES						Remarks on the work of EACH CLASS	
	Total No. Days Present	Class or Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed			
					From	To		
<p>The standings of Grammar Grade were given by the Co. Supt. at township examination, and Nos. 1, 2 and 3 were recommended by him for graduation next term.</p> <p>Dropped History 2d week.</p> <p>Left District 10th week.</p> <p>Passed History on examination.</p> <p>Attendance too irregular to do good work.</p> <p>Excused from composition at request of parents.</p>			READING.					
		5	4, 5, 6.	5th Reader.	180	220	Reader supplemented by selections from English and American authors.	
		4	10, 11, 12, 13, 14, 17	4th "	60	124	Finished and carefully reviewed.	
		3	15, 16, 18, 19, 20, 21, 22.	3d "	85	160	" " " "	
		79	28, 29, 30, 31.	2d "	1	85	Carefully reviewed to page 85.	
		1	32, 33, 34, 35	Chart and 1st Reader.	1	30		
				GRAMMAR.				
			5	1, 2, 3, 4, 6.	Complete.	1	120	Ready to begin Rhetoric.
		31	4	5, 11, 12, 13, 14	LANGUAGE. How to talk.	40	128	Should review pages 90 to 128.
			3	15, 16, 17, 18, 19, 20, 21, 22.	No Text.			
			ARITHMETIC.					
		5	1, 3.	Higher.	95	180	Carefully review to page 180.	
		5	2, 4, 5, 6, 10.	Complete.	80	124	Should review 70 to 90 and 100 to 124.	
		4	2, 5, 11, 12, 13, 14	Rudiments.	1	95	" " Fractions.	
			15, 16, 17, 18, 19, 20, 21, 22.	Numbers.				
			GEOGRAPHY.					
		3	10, 11, 12, 13, 14.	Complete.	1	150	Ready for Physical Geography.	
		4	15, 16, 17, 18, 19, 20, 21, 22.	Primary.	1	94	Should review South America.	
			HISTORY.					
		5	1, 2, 3, 10.	Complete.	90	184	No. 1 went to page 106.	
		4	12, 11, 13.	1st Lessons.	1	96	Work was largely oral.	
			CIVIL GOVERNMENT.					
		5	1, 2, 3.	Outlines.	1	80	Should review Powers of Senate.	
			PHYSIOLOGY.					
		5	1, 2, 3, 4, 5, 6.	Complete.	1	85	Carefully reviewed to page 72.	
		4	10, 11, 12, 13, 14.	Primary.				

Daily Program of Study and Recitation.

FORENOON.

Grade	REGITATIONS	TIME		STUDY				
		Begin	Length	First Grade	Second Grade	Thrd Grade	Fourth Grade	Fifth Grade
5	Arithmetic	8:40	20	Slate	Reading	Reading	Arithmetic	
4	Arithmetic	9:00	20	Reading	Reading	Reading		Geography
3	Reading	9:20	20	Reading	Reading		Geography	Geography
2	Numbers	9:40	15	Reading		Numbers	Geography	Geography
1	Numbers	9:55	15		Numbers	Numbers	Geography	Geography
1,2,3,4,5	Writing	10:10	20					
	Recess	10:30						
5	Geography	10:45	15	Numbers	Numbers	Numbers	Geography	
4	Geography	11:00	15	Numbers	Numbers	Numbers		Physiology
3	Numbers	11:15	15	Numbers	Numbers		Reading	Grammar
2	Numbers	11:30	10	Numbers		Numbers	Reading	Grammar
1	Numbers	11:40	10		Spelling	Spelling	Reading	Grammar
2&3	Spelling	11:50	10	Slate			Reading	Grammar

MISCELLANEOUS RECORDS.

This space may be used, at the option of the teacher, for different records of minor importance, such as Roll of Honor, Record of Perfect Attendance, Perfect Deportment, etc., etc., the teacher ruling the space below into four to six columns and writing the heading to each column as desired. The names of graduates and studies completed should be kept in concise and permanent forms provided in back part of this book.

Daily Program of Study and Recitation.

AFTERNOON.

Grade	RECITATIONS	TIME		STUDY				
		Begin	Length	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
5	Grammar	1:10	10	Slate	Slate	Geography	Reading	
4	Reading	1:20	10	Slate	Slate	Geography		Reading
3	Geography	1:30	25	Reading	Reading		Language	Reading
2	Reading	1:55	15		Reading	Language	Language	Reading
5	Reading	2:10	20	Slate	Reading	Language	Language	
	Recess	2:30						
4	Language	2:45	15	Slate	Reading	Language		History
2	Reading	3:00	15	Language		Language	Arithmetic	History
1	Language	3:15	10		Language	Language	Arithmetic	History
2 & 3	Language	3:25	10	Slate			Arithmetic	History
5	History	3:35	15	Slate	Spelling	Spelling	Arithmetic	
2,3,4,5	Spelling	3:50	10	Slate				

Teacher's Report to Successor.

Give Suggestions and Recommendations in Reference to the Work of Classes or Individual Pupils, Reviews, Promotions, Etc., also needs in Apparatus, Books, Etc.

August 30 1897, and Ending September 1897

Katie M. Johnson TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES						Remarks on the work of EACH CLASS
	Total No. Days Present	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
					From	To	
			READING.				
<p>Studies Satisfactory Physiology covered at request of Parents.</p>							
<p>Studies Satisfactory Studies Satisfactory Studies Good.</p>			GRAMMAR.				
<p>Studies Satisfactory Studies Good. to do good work. irregular to do work.</p>			ARITHMETIC.				
			NUMBERS.				
			GEOGRAPHY.				
<p>to do good work. to do good work.</p>			HISTORY.				
			CIVIL GOVERNMENT.				
			Baby Class.				
			PHYSIOLOGY.				
<p>30 Robt. Erickson. 6</p>	Age.						
31 Helen Erickson. 4							
32 Adam Palen. 6							
33 Louis Johnson. 5							
34 Bertha Kayman. 7							
35 Annie Schultz. 6							
36 Alice Kinn. 7							
37 Frank Kelso. 7							
38 Daniel Reed. 7							
39 George Reed. 6							
40 Thaddeus Johnson. 6							

During this month, no one was promoted

Daily Program of Study and Recitation.

FORENOON.

Grade	RECITATIONS	TIME		STUDY				
		Begin	Length	First Grade	Second Grade	Thrd Grade	Fourth Grade	Fifth Grade
7	Reading	9:10	9:20	Readers	Readers	Readers	Readers	Readers
5	Reading	9:20	9:35	Readers.	Readers	Readers	Readers.	
4	Reading	9:35	10	Readers.	Readers	Readers.		History
3	Reading	9:45	15	Slates	Spelling	Spelling	Spelling	History
2	Reading	10:00	15	"		Spelling	Spelling	History
1	Reading	10:15	10	"	Slates	Slates	Numbers	Geography
	Recess	10:30	15					
7	U. S. History	10:45	10	Numbers	Tables	Tables.	Language	Geography
5	U. S. History	10:55	15	"	"	"	"	
	Baby Class	11:10	20	"	"	"	"	Geography
7 & 5	Geography	11:30	15	"	"	"	"	
1 & 2	Tables	11:45	15	"	Tables.	Arithmetic	Arithmetic	Arithmetic
12. to 1 o'clock Dinner.								

MISCELLANEOUS RECORDS.

This space may be used, at the option of the teacher, for different records of minor importance, such as Roll of Honor, Record of Perfect Attendance, Perfect Department, etc., etc., the teacher ruling the space below into four to six columns and writing the heading to each column as desired. The names of graduates and studies completed should be kept in concise and permanent forms provided in back part of this book.

Department.
 Ethel Streblov.
 Anna Palzer.
 Cora Streblov.
 Louis Schrader.
 Alvin Schrader.
 Gertrude Bayer.
 Mattie Hermann.
 Mary Hatch.
 Mattie Hermann.
 Jamie Henry.

Perfect Attendance.
 Gertrude Bayer.
 Ida Hagelmann.
 Mattie Hermann.
 Johnny Johnson.
 Charles Johnson.

Studies.
 Lewis Schrader.
 Anna Palzer.
 Cora Streblov.
 Ethel Streblov.
 Frank Erickson.
 Johnny Erickson
 Emma Kalty
 Albert Maass,
 Ida Hagelmann,
 Alvin Schrader.
 Mattie Hermann,
 Mattie Schrader.
 Emma Schmitz.
 Johnny Johnson.
 Gertrude Bayer.
 Nina Schmitz
 Charlie Johnson.
 Willie Kalty.

Daily Program of Study and Recitation.

AFTERNOON.

Grade	RECITATIONS	TIME		STUDY				
		Begin	Length	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
all.	Writing	1:00	15	Writing	Writing	Writing	Writing	Writing.
7-5	Grammar	1:15	15	"	"	"	"	"
4	Language	1:30	10	Readers	Readers	Readers		Spelling
3	Language	1:40	10	"	"		Spelling	"
2	Reading	1:50	10	"		Spelling		
3	Spelling	2:00	10	Numbers	Tables		Tables	Orat. Lec.
1	Readers	2:10	10		"	Slates		
	Baby Class.	2:20	10	Slates	Slates	Slates	Writing Slates for Lesson.	Spelling
	Recess.	2:30						
6-7	Spelling	2:45	15	Slates	Numbers	Numbers	Numbers	
4-7	Grammar	3:00	15	"	"			Arithmetic
2, 3, 4, 5, 7.	Arithmetic	3:30	4:00	Home.	Arithmetic	Arithmetic	Arithmetic	"
4:00	Home.							

Teacher's Report to Successor.

Give Suggestions and Recommendations in Reference to the Work of Classes or Individual Pupils, Reviews, Promotions, Etc., also needs in Apparatus, Books, Etc.

On account of this being the first month and the School Books were changed, we were over two weeks before most of the children got their books.

Classification and Standing for the ~~Year~~ Commencing

Fall

TERM.

Number	NAME OF PUPIL	Age	Year	Orthography	Reading	Writing	Arithmetic	Geography	Language	Grammar	Composition	History, U. S.	Physiology	Civil Government	Studies Completed this Term
<i>Seventh Grade. (Advanced Division)</i>															
1	Ethel Shelton	15	7	90	90	90	90	85	85	85	90	100			
<i>Fifth Grade.</i>															
2	Louis Schader.	12	5	85	90	85	85	85	85	85	90	93			
3	Anna Palzer.	12	5	80	85	80	80	80	80	83	80				
4	Eva Shelton	11	5	85	80	85	85	85	80	85	80	80			
<i>Intermediate Division.</i>															
5	Mary Katch.	11	4												
6	Johnny Erickson.	12	4	80	83	82	85		82						
7	Frank Erickson.	10	4	80	85	80	80		75						
8	Anna Henry.	11	4	<i>absent every day during this month.</i>											
<i>Third Grade.</i>															
9	Epping Kattz.	11	3	85	87	82	85		80						
10	Ida Wagneman.	10	3	80	82	82	85		80						
11	Tacta Erickson	11	3	<i>Attendance very irregular.</i>											
12	Albert Maass.	8	3	80	80	85	75		85						
13	John Wagneman.	12	3	<i>Absent every day during this month.</i>											
14	Stephen Palzer.	10	3	<i>Absent every day during this month.</i>											
15	Kattie Schader.	10	3	82	84	81	80								
16	Alvina Schader.	8	3	85	87	80	85								
<i>Second Year.</i>															
17	Matthe Herman.	9	2	83	84	85	80								
18	Emma Schmitz	9	2	87	90	85	85								
19	Johnny Johnson.	10	2	85	80	85	85								
20	Petrude Bayer.	6	2	85	87	88	85								
21	Robbie Erickson.	9	2	<i>Attendance to irregular.</i>											
22	Charlie Johnson	8	2	83	85	83	80								
<i>First Year</i>															
23	Anna Jungman.	12	1	<i>Attendance to irregular</i>											
24	Etta Jungman.	10	1	"											
25	Charles Erickson	6	1	"											
26	Willie Kattz	9	1	"											
27	Amelia Budchloff	5	1	"											
28	Emma Henry.	8	1	"											
29	Nora Schmitz.	6	1	"											
<i>This is the Baby Class</i>															
30	Ruby Erickson	6						35	Bertha Wagneman						6
31	Walter Erickson	4						36	Lizzie Schultz						6
32	Louise Johnson.	5						37	Harriet Reeg						7
33	Arbe Henry.	7						38	George Reeg						6
34	Frank Werby.	7						39	Theodore Jungman						6
3								40	Adam Palzer						6

October 1, 1897, and Ending October 29, 1897.

Katie M. Mahon TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES						Remarks on the work of EACH C ^o
	Total No. Days Present	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
					From	To	
			READING.				
			GRAMMAR.				
			ARITHMETIC.				
			NUMBERS.				
			GEOGRAPHY.				
			HISTORY.				
			CIVIL GOVERNMENT.				
			PHYSIOLOGY				

During this month.
 Alvin & Katie Schradler
 were promoted to the
 Third Reader from the
 Second Reader, also
 Johnny Johnson & C. Schradler
 Mattie Herrman
 Setrude Bayser.
 Charlie Johnson.
 were promoted from
 1st Reader to 2nd Reader.
 Annie Jungman
 is also in Second Reader

Daily Program of Study and Recitation.

AFTERNOON.

Grade	RECITATIONS	TIME			STUDY			
		Begin	Length	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade

Teacher's Report to Successor.

Give Suggestions and Recommendations in Reference to the Work of Classes or Individual Pupils, Reviews, Promotions, Etc., also needs in Apparatus, Books, Etc.

During this month the following pupils were promoted.

From the Second Reader to the Third, Alvina Schrader, Hattie Schrader, Emma Schmitz, Johnny Johnson,

From the First Reader to the Second, Getrude Bayer, Mattie Kernan, Charlie Johnson,

Classification and Standing for the Term Commencing Fall TERM.

Number	NAME OF PUPIL	Age	Year	Orthography	Reading	Writing	Arithmetic	Geography	Language	Grammar	Composition	History, U. S.	Physiology	Civil Government	Studies Completed this Term	
1	Ethel Strelow	15	7	Fifth Grade.												
2	Lewis Schrader	12	5													
3	Anna Palzer	12	5													
4	Cora Strelow	11	5	90	90	80	85	80	85	85	90	85				
5	Lizzie Erickson	13	5													
6	Clara Leonhart	13	5	Fourth Grade.												
7	Mary Hatch	11	4													
8	Frank Erickson	10	4													
9	Johnny Erickson	12	4													
10	Annie Henry	11	4													
11	Eddie Erickson	11	4	Third Grade.												
12	Emma Kaltz															
13	Ida Hagaman				80	82	82	85	85							
14	Loela Erickson															
15	Albert Maass															
16	Johnny Haggman															
17	Stephan Palzer															
18	Alvina Schrader															
19	Kattie Schrader															
20	Johnny Johnson															
21	Emma Schmitz				Second Grade.											
22	Mattie Herman															
23	Gertrude Bauer															
24	Charlie Johnson															
25	Anna Jungman															
26	Robbie Erickson															
27	George Erickson															
28	Charlie Staffeldt															
29	Agnes Burchloff	(a)			First Grade.											
30	Nina Schmitz				(B Class) 38 Ruby Erickson											
31	Willie Kaltz				39 Helen Erickson											
32	Charlie Erickson				40 Louie Johnson											
33	Emma Henry				41 George Reeg											
34	Martha Staffeldt				42 Wm Redg											
35	Etta Jungman				43 Theodine Jungman											
36	Bertha Hagerman	(a)			44 Lizzie Schmitz											
37	Adam Palzer	(b)			45 Frank Henry											
38	Harry Eizer	(c)			46 Artie Henry											
					47 Frank Staffeldt											

⁴³
 November 1, 1897, and Ending December 1897
 Katie M. Mahon TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES					Remarks on the work of EACH C'	
	Total No. Days Present	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
					From		To
			READING.				
			GRAMMAR.				
			ARITHMETIC.				
			NUMBERS.				
			GEOGRAPHY.				
			HISTORY.				
			CIVIL GOVERNMENT.				
			PHYSIOLOGY				

Classification and Standing for the Term Commencing

Fall TERM.

Number	NAME OF PUPIL	Age	Year	Orthography	Reading	Writing	Arithmetic	Geography	Language	Grammar	Composition	History, U. S.	Physiology	Civil Government	Studies Completed this Term
1	Martha Pulzer	7	85	90	85	85	80	89	85	90	80	100	—	—	
2	Charlie Schrader	7	89	90	80	90	85	80	85	85	90	85	—	—	
Fifth Grade,															
3	Lewis Schrader	5	85	80	90	85	85	85	—	85	90	90	—	—	
4	Cora Stieblow	5	85	95	85	80	85	85	—	85	90	85	—	—	
5	Anna Palzer	5	80	90	85	80	80	80	—	80	80	80	—	—	
6	Lizzie Erickson	5	80	80	85	85	85	85	—	85	80	85	—	—	
7	Clara Leonhart	5	85	80	87	80	85	80	—	85	85	85	—	—	
Fourth Grade,															
8	Frank Erickson	4	85	90	80	85	80	85	80	85	80	85	—	—	
9	Mary Hatch	4	90	90	83	80	85	80	85	80	85	80	—	—	
10	Annie Henry	4	85	85	80	85	85	80	80	85	85	85	—	—	
11	Eddie Erickson	4	90	80	85	85	90	80	85	85	80	87	—	—	
12	Johnny Erickson	4	80	85	85	80	80	80	85	85	80	85	—	—	
13	Charlie Erickson	4	80	85	85	80	85	80	85	84	80	87	—	—	
Third Grade,															
14	Emma Kalty	3	85	90	85	85	90	80	—	—	—	80	—	—	
15	Ida Wagerman	3	90	80	90	85	90	85	—	—	—	85	—	—	
16	Tada Erickson	3	85	85	85	87	95	89	—	—	—	85	—	—	
17	Albert Maass	3	80	80	80	80	80	90	—	—	—	75	—	—	
18	Johnny Wagerman	3	85	90	80	85	85	85	—	—	—	—	—	—	
19	Stephen Palzer	3	85	85	85	85	80	80	—	—	—	—	—	—	
20	Albina Schrader	3	80	85	80	85	90	85	—	—	—	—	—	—	
21	Walter Schrader	3	85	85	90	85	90	85	—	—	—	—	—	—	
22	Johnny Johnson	3	85	80	85	80	85	80	—	—	—	—	—	—	
23	Emma Schmitz	3	80	85	85	85	86	80	—	—	—	—	—	—	
Second Class,															
24	Matthie Herman	2	90	85	90	85	—	—	—	—	—	—	—	—	
25	Betrude Beyer	2	80	87	90	90	—	—	—	—	—	—	—	—	
26	Charlie Johnson	2	85	85	80	85	—	—	—	—	—	—	—	—	
27	Anna Jungman	2	85	80	80	80	—	—	—	—	—	—	—	—	
28	Nobbie Erickson	2	85	90	85	85	—	—	—	—	—	—	—	—	
29	George Erickson	2	80	75	80	80	—	—	—	—	—	—	—	—	
30	Charlie Staffeldt	2	90	85	90	85	—	—	—	—	—	—	—	—	
First Grade															
31	Amelia Burchloff	1	—	—	—	—	37	—	—	—	—	—	—	—	
32	Nina Schmitz	1 (Class B)	—	—	—	—	38	—	—	—	—	—	—	—	
33	Willie Kalty	1	—	—	—	—	39	—	—	—	—	—	—	—	
34	Charlie Erickson	1	—	—	—	—	40	—	—	—	—	—	—	—	
35	Emma Henry	1	—	—	—	—	41	—	—	—	—	—	—	—	
36	Martha Staffeldt	1	—	—	—	—	42	—	—	—	—	—	—	—	
								37							Cetta Jungman (1)
								38							Bertha Wagerman
								39							Adam Palzer
								40							Harry Geizer
								41							Ruby Erickson
								42							Kelley Erickson

..... 1897, and Ending 1897

Katie M. Mahone TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES						Remarks on the work of EACH " "
	Total No. Days Present	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
					From	To	
			READING.				
			GRAMMAR.	<i>Attendance Unsatisfactory.</i>			
			ARITHMETIC.				
			NUMBERS.				
			GEOGRAPHY.				
			HISTORY.				
			CIVIL GOVERNMENT.				
			PHYSIOLOGY				

Class B.

- 43 *Louis Johnson* - *51. Ethel Stollow Left*
- 44 *George Keeg.* - *(Moved Away)*
- 45 *Blair Keeg.* - *(Moved Away)*
- 46 *Theodore Johnson*
- 47 *Lizzie Schultz* - "
- 48 *Frank Keeg.* - "
- 49 *Artie Keeg.* - "
- 50 *Frank Staffordt.* - "

Classification and Standing for the.....Commencing

Spring TERM.

Number	NAME OF PUPIL	Age	Year	Orthography	Reading	Writing	Arithmetic	Geography	Language	Grammar	Composition	History, U. S.	Physiology	Civil Government	Studies Completed this Term
1	Charlie Schrade.	7	90	85	80	90	85	85	85	85	90	90			
2	Martha Palzer.	7	90	85	80	90	85	85	85	85	80	85	95		
<i>Fifth Grade.</i>															
3	Lewis Schrade.	5	85	90	85	85	85		80	90	85	85			
4	Bora Strelow.	5	85	85	85	85	90		85	85	85	85			
5	Annie Palzer.	5	80	80	80	75	80		85	80	80	85			
6	Lizzie Erickson.	5	85	85	80	80	85		85	85	85	85			
7	Clara Leonhart.	5	85	80	85	85	85		85	90	80	85			
8	Minnie Schultz.	5	85	90	85	85						85			
<i>Fourth Grade.</i>															
9	Mary Hatch	4	90	95	85	90			85						
10	Eddie Erickson.	4	80	85	80	85			85						
11	Annie Henry.	4	85	80	80	85			85						
12	Frank Erickson	4	80	85	85	80			80						
13	Johnny Erickson	4	85	85	80	80			80						
14	Charlie Erickson	4	80	85	80	75			75						
15	Taela Erickson	4	85	85	90	90			85						
16	Ida Hagerman.	4	85	85	85	90			90						
17	Albert Maase	4	90	85	80	80			80						
18	Emma Kalty.	4	Left in January.												
<i>Third Class.</i>															
19	Alvina Schrade.	3	85	80	85	90									
20	Hattie Schrade.	3	85	85	85	85									
21	Johnny Johnson.	3	80	85	85	85									
22	John Hagerman.	3	85	85	85	85									
23	Stephen Palzer.	3	80	80	80	80									
24	Emma Schmitz	3	Left school in March.												
<i>Second Grade.</i>															
25	Mattie Herman.	2	85	85	90	85									
26	Charlie Johnson	2	85	90	85	80									
27	Robbie Erickson.	2	80	85	85	80									
28	Charlie Staffeldt.	2	85	85	80	85									
29	George Erickson	2	80	80	85	80									
30	Gertrude Bayer.	2	85	85	90	85									
31	Annie Jungman.	2	85	85	85	80									
<i>First Grade.</i>															
32	Charlie Erickson	38	Bertha Herman.												
33	Etta Jungman.	39	Adam Palzer.												
34	Amelia Bruchloff.	40	Harry Gelzer												
35	Emma Henry.	41	Louise Johnson.												
36	Nina Schwartz	42	Arta Henry												
37	Willie Kalty	43	Frank Henry.												

Jan

189, and Ending

May

189

Katherine M. Mahon TEACHER.

SYLLABUS OF CLASSES

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL

Total No. of Pupils Present

Grade

Pupils in Each Class (by Number)

Text Book Used

Pages Canvassed

From

To

Remarks on the work of EACH

READING.

GRAMMAR.

ARITHMETIC.

NUMBERS.

GEOGRAPHY.

HISTORY.

CIVIL GOVERNMENT.

PHYSIOLOGY

44	<i>Lizzie Schultz</i>	52	<i>Darr Reeg.</i>
45	<i>Blitha Hagerman.</i>	53	<i>George Reeg.</i>
46	<i>Lottie Henry.</i>	54	<i>Walter Melvinster.</i>
47	<i>Theodric Jungman.</i>	55	<i>Emma Staffeldt.</i>
48	<i>Helen Erickson</i>		
49	<i>Martha Staffeldt.</i>	56	<i>Ethel Strehlow left in Nov.</i>
50	<i>Frankie Staffeldt.</i>		
51	<i>George Steinhous.</i>		

Aug 29

1898, and Ending June 1

1899

Hester Howel

TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES					Remarks on the work of EACH					
	Total No. Days Present	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed						
					From		To				
1+2 Good Work while here.		8	1+2	READING.							
3 Good while here		5	3+4								
4 not very good.		4	5 to 11								
		3	12 to 20								
		2nd	21, 22, 23								
		1st	25 to 32	Stukens's Readers							
14 Good work											
7 Sometimes hard to make understand				GRAMMAR.							
9+10+11 Poor in Arithmetic				2nd + 4th Grade							
				Book 4th year							
12 Does well. tries				ARITHMETIC.							
13 hard.				5 to 25	Fishes with no. 1.						
14+15 Inclined to shirk. Can work when wisk.											
16 Hard to understand arith.				NUMBERS.							
17 Poor.				26 to 27	On Board						
18 not very good.				28 to 36	On Board						
19-20 Left school				GEOGRAPHY.							
21 to 24 Fair.											
				HISTORY.							
				CIVIL GOVERNMENT.							
				PHYSIOLOGY							
30. Absent great deal											

7th. Grade read Seven American Classics + 5th Grade skipped around in Reader 1st. and 3rd Readers completed and reviewed. In Apr. 1st + 3rd Grade Reading were promoted with the exceptions of Nos. 17 and 18 in 3rd Grade and 31-32+35 in 1st Grade. Nos 33 to 36 advanced to 1st Reader in Apr. 25, 26, 27 were put ahead in numbers with 21, 22, 23 so work rather slow. 24, 28, 29, 31, 32 were put back with 33, 34, 35, 36 39 to 43. are Beginners. No. 21 to 27 went up to 20 in numbers. not very good in Fracties No 24 to 36 went up to 10. not very good in division, multiplication or fractions. No. 39 to 43 went to 5 3rd Grade very hard to understand problems 4th. and 2nd Readers were put at Beginning in Apr. with new class. 3rd+4th Grade better like 3rd year Language as none have had it 3rd Grade better review multiplication + division.

113
1
120
1
116
1
35
50
118
39 to 43
On Board

Daily Program of Study and Recitation.

AFTERNOON.

Grade	RECITATIONS	TIME		STUDY				
		Begin	Length	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade

Teacher's Report to Successor.

Give Suggestions and Recommendations in Reference to the Work of Classes or Individual Pupils, Reviews, Promotions, Etc., also needs in Apparatus, Books, Etc.

is

Classification and Standing for the ~~Term~~ Commencing

TERM.

Number	NAME OF PUPIL	Age	Year	Advanced Division										Studies Completed this Term	
				Orthography	Reading	Writing	Arithmetic	Geography	Language	Grammar	Composition	History, U. S.	Physiology		Civil Government
1	Alvina Schrader	12	6	90	85	95	80	85		88	80	87			
2	Josephine Fender	13	6	90	90	90	80	85		90	80	88			
3	Bertha Hermann	11	4	90	80	80	84		85		80				
4	Ethel Brietweiser	11	4	95	85	90	85		80		84				
5	Louise Schultz	7	3	90	90	80	80		75		80				
6	Hizzie Schultz	10	4	90	80	85	80		80		84				
7	Edward Maas	9	3	95	85	80	83		75		83				
8	Edward Schrader	9	3	95	90	90	85		80		85				
9	Frank Mueller	9	3	84	80	73	80		75		80				
10	George Steinhouse	9	3	80	84	70	85		80		80				
11	Arthur Fender	9	3	85	80	85	80		80		85				
12	Joseph Brietweiser	8	3	85	80	85	83		80		85				
13	Charles Hagermann	10	2	80	70	75	80		70		70				
14	Rose Mueller	8	3	82	75	80	80		75		82				
15	Emma Steinhouse	7	3	80	79	80	85		80		82				
16	Elmer Pils	9	3	83	80	80	75		82		80				
17	Fred Mc. Cloud	6	1	90	85	75	80								
18	Lily Pils	7	1	90	80	75	80								
19	Minnie Mueller	6	1	90	80	75	80								
20	Agnes Fender	6	1	90	85	80	84								
21	Louise Fender	8	3	95	94	82	80		80		74				
22	Julia Fender	7	1	83	90	92	85								
23	Elsie Rott	6	1	90	92	84	83								
24	Arthur Rott	8	3	95	90	94	93		90		90				
25	John Palzer	6	1	85	80	85	80								
26	Helen Erickson	9	3	84	90	95	90		93		90				
27	Walter Erickson	6	1	85	80	84	83								
28	Arthur Henry	11	4	84	90	83	90		90		94				
29	Lucy Henry	9	3	85	95	90	94		93		90				
30	Lottie Henry	7	4	84	80	95	90		90		90				
31	Clarence Mc. Lain	5	1	80	84	80	80								
32	Ida Eipers	14	4	85	80	75	70		80		82				
33	Herbert Eipers	7	1	75	80	74	75								
34	Willie Eipers	6	1	80	75	70	70								
35	Kate Eipers	11	4	85	80	84	87		80		89				
36	Charles Erickson	11	4	85	80	85	87		80		85				
37	Eddie Keller	7	1	80	80	75	80								
38	Frank Keller	6	1	80	70	73	75								
39	Willie Hatch	6	1	85	83	80	75								
40	Emma Johnson	7	3	84	80	86	80								
41	Mattie Hermann	13	6	83	80	90	95	85		87	88	90			
42	Ida Jeschke	9	4	85	80	84	83		85		85				

September 9 189¹, and Ending June 20 189²

May C. Wallace TEACHER.

Number
Completed
Term

SYLLABUS OF CLASSES

Remarks and Recommendations on
the work of each
INDIVIDUAL PUPIL

Total No. Days Present	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed	
				From	To

Remarks on the work of EACH

READING.

GRAMMAR.

ARITHMETIC.

NUMBERS.

GEOGRAPHY.

HISTORY.

CIVIL GOVERNMENT.

PHYSIOLOGY

TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL

SYLLABUS OF CLASSES

Remarks on the work of EACH C

Total No. Days Present	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed	
				From	To

READING.

GRAMMAR.

ARITHMETIC.

NUMBERS.

GEOGRAPHY.

HISTORY.

CIVIL GOVERNMENT.

PHYSIOLOGY

Sept. 1

1902

189, and Ending

1900
189

TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES					Remarks on the work of EACH PUPIL	
	Total No. Days Present	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
					From		To
			READING.				
			GRAMMAR.				
			ARITHMETIC.				
			NUMBERS.				
			GEOGRAPHY.				
			HISTORY.				
			CIVIL GOVERNMENT.				
			PHYSIOLOGY				

Daily Program of Study and Recitation.

AFTERNOON.

Grade	RECITATIONS	TIME		STUDY				
		Begin	Length	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								

Teacher's Report to Successor.

Give Suggestions and Recommendations in Reference to the Work of Classes or Individual Pupils, Reviews, Promotions, Etc., also needs in Apparatus, Books, Etc.

Classification and Standing for the Year Commencing

-----TERM.

Number	NAME OF PUPIL	Age	Year	Orthography	Reading	Writing	Arithmetic	Geography	Language	Grammar	Composition	History, U. S.	Physiology	Civil Government	Studies Completed this Term
Advanced Division															
Seventh Grade															
1.	Josephine Fender	14		90	85	94	80	85		82					
Fifth Grade															
2.	Ethel Brechtweiser	11		90	93	96	90	92		90	90				
Intermediate Division															
Fourth Grade (A)															
3.	Katherine Eipers	12													
4.	Matthias Eipers	14													
5.	Charles Erickson	12													
6.	Robert Erickson	14								85					
7.	Frank Fender	16													
8.	Arthur Henry	12											left		
9.	Bertha Hermann	12													
10.	Anna Jeschke	12													
11.	Charles Johnson	14											left in January.		
12.	Stephen Palzer	15													
13.	Lizzie Schultz	11													
14.	George Pitz														left in January.
Fourth Grade (B)															
15.	Joseph Brechtweiser	9		85	90	90	95	90							
16.	Helen Erickson	10		90	80	90	90	90							
17.	Arthur Fender	11		88	90	82	90	90							
18.	Lotte Henry	10											left		
19.	Adam Palzer	11													
20.	Edward Schrader	10		90	80	92	75	70	85						
21.	August Mueller	13		90	83	85	76	70	80						
Third Grade															
22.	Louise Fender	9		92	85	85	70		80						
23.	Lucy Henry	8		95	95	95	93		95				left in February.		
24.	Ida Jeschke	10		93	90	88	92		83						
25.	Emma Johnson	8											left in January.		
26.	Louis Johnson	10											" " "		
27.	Edward Meas	10		93	85	85	93		93						
28.	Rose Mueller	9		88	90	90	90		95						
29.	Frank Mueller	10		88	90	88	95		93						
30.	Elmer Pitz	10											left in January.		
31.	Arthur Rott	9		80	92	83	94		95						

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES						Remarks on the work of EACH
	Total No. Days Present	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
					From	To	
				READING.			
<p>1. I have found it necessary to review a great deal. I think you will find her a little behind in with Geoq., as we were unable to cover all the work. Excellent work. Never shirks</p> <p>All in division A, except 10 + 13 began late & left in the spring. The attendance of most of these was too irregular for good work.</p> <p>6. Good work. Ready for 4th grade.</p>	7	1		5th Reader.			<p>Ready for Second Grade.</p>
	5	5	5	5th Reader.			
	4	15		4th Reader.			
	3	13		3rd Reader.			
	2	13		2nd Reader.			
	1A			1st Reader.			
	1B			" "			
				GRAMMAR.			
	7	1		Harvey.			
	5A	1					
				ARITHMETIC.			
	5B	4	Language	Harvey.			<p>Should review Bank Account</p> <p>Ready for Seventh Arith.</p>
4	15		No text				
3	13		" "				
7	1		Fish		173	216	
5	1		Prince II				
4A	12		Robinson				
4B	7		Prince IV				
3	13		Prince II.				
			NUMBERS.				
2	13						
1A	5						
1B	7						
				GEOGRAPHY.			
	7	1		Yarr + McMurry Bk. II. (N.G.) 1st part of Bk. III.			<p>Territories & Dependencies, and Countries N. + S. of U.S. have not been studied this year.</p>
	5	1		Tracy.			
	4	19					
				HISTORY.			
15 Good work.							
16 " "							
17 Inclined to be lazy, but can work.							
19 Attendance irregular.							
20							
21							
				CIVIL GOVERNMENT.			
				PHYSIOLOGY			
	5	2					
22 Poor in arithmetic.	2	13		Oral Lessons.			

Daily Program of Study and Recitation.

FORENOON.

Grade	RECITATIONS	TIME		STUDY				
		Begin	Length	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Primary	Reading	9:10	10					
1	Reading	9:20	10					
2	Reading	9:30	10					
3	Reading	9:40	15					
4	Arithmetic	9:55						

MISCELLANEOUS RECORDS.

This space may be used, at the option of the teacher, for different records of minor importance, such as Roll of Honor, Record of Perfect Attendance, Perfect Deportment, etc., etc., the teacher ruling the space below into four to six columns and writing the heading to each column as desired. The names of graduates and studies completed should be kept in concise and permanent forms provided in back part of this book.

The course of study has been pretty carefully followed

Classification and Standing for the Year Commencing

TERM.

Number	NAME OF PUPIL	Age	Year	Orthography	Reading	Writing	Arithmetic	Geography	Language	Grammar	Composition	History, U. S.	Physiology	Civil Government	Studies Completed this Term
--------	---------------	-----	------	-------------	---------	---------	------------	-----------	----------	---------	-------------	----------------	------------	------------------	-----------------------------

Third Grade (Continued)

32	Louise Schultz	8		90	88	90	90				92				
33	Emma Steinhouse	8		86	88	88	92				92				
34	George Steinhouse	10		65	78	60	95				75				

Primary Division Second Grade

35	Herbert Eipers	8		E	E	Q	E								
36	Walter Erickson	7		P	P	Q	Q								
37	Agnes Fender	6		E	Q	E	Q								
38	Julia Fender	8		E	E	E	E								
39	John Jess	8		P	Y	Q	P								
40	Fred McCloud	7		E+	E+	Q	E+								
41	Minnie Mueller	7		E	Q	E	Q								
42	John Palzer	7		Y	Y	P	Y								
43	Lily Pils	8		left school in January.											
44	Elsie Rott	7		E	E	Q	E								
45	Hattie Shaw	7		E+	E	E	E+								
46	Charles Hagermann	11		left school in October.											
47	Lizzie Gost.	11		Y	Q	Q	E								

First Grade (A)

48	Fred Jess	6													
49	Clarence McLean	6													
50	Willie Gost	10													

First Grade (B)

51	Willie Eipers	7													
52	Willie Hatch	7													
53	Dorothy Schrader	6													

First Grade (C)

54	Maud Eipers	6													
55	Hattie Jeschke	6													
56	Elva McCloud	5													
57	Eddie Mueller	6													
58	Edward Rott	5													
59	Ernest Hagermann	6		left school in October.											

1903
September 189, and Ending June 19 189.

Mabel A Dean TEACHER.

Status Completed this Term

SYLLABUS OF CLASSES

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL

Total No. Days Present	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed	
				From	To

Remarks on the work of EACH PUPIL

READING.

GRAMMAR.

ARITHMETIC

NUMBERS.

GEOGRAPHY.

HISTORY.

CIVIL GOVERNMENT.

PHYSIOLOGY

36. Lazy

40. Ahead of his class and Language for along very well.

Was ~~being~~ doing this work in Reading, Spelling the last six weeks, and seems to get along very well. - Very mischievous, but a good worker.

Ready for second grade - learning to speak English.

Division IC - began late in spring, except 59.

Daily Program of Study and Recitation.

FORENOON.

Grade	RECITATIONS	TIME		STUDY				
		Begin	Length	First Grade	Second Grade	Thrd Grade	Fourth Grade	Fifth Grade
		9:00	9:15	Singing				
C I	Reading	9:15	9:20					
B I	Reading	9:20	9:27					
A I	Reading	9:27	9:35					
II	Reading	9:35	9:45					
III	Reading	9:45	9:55					
B IV	Arithmetic	9:55	10:10					
A IV	Arithmetic	10:10	10:25					
V	Arithmetic	10:25	10:35					
		10:35	10:50	Recess				
VII	Arithmetic	10:50	11:05					
VI	Arithmetic	11:05	11:20					
V-	Geography	11:20	11:35					
III	Geography	11:35	11:50					
II	Reading	11:50	12:00					

MISCELLANEOUS RECORDS.

This space may be used, at the option of the teacher, for different records of minor importance, such as Roll of Honor, Record of Perfect Attendance, Perfect Department, etc., etc., the teacher ruling the space below into four to six columns and writing the heading to each column as desired. The names of graduates and studies completed should be kept in concise and permanent forms provided in back part of this book.

The Course of Study has been pretty carefully followed, except in the 4 of

Daily Program of Study and Recitation.

AFTERNOON.

Grade	RECITATIONS	TIME		STUDY				
		Begin	Length	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
BI	Numbers.							
AI	Numbers.							
II	Numbers							
III	Language							
IV	Language							
V	Grammar							
VI	Grammar							
VI+VII	Spelling.							
VI+VII	Reading.							
Recess.								
VI	Reading							
VI	Reading							
AI	Reading.							
II	Reading							
I	Physiology							
VI+VII	Spelling							
Writing.								

Teacher's Report to Successor.

Give Suggestions and Recommendations in Reference to the Work of Classes or Individual Pupils, Reviews, Promotions, Etc., also needs in Apparatus, Books, Etc.

The course of study has been pretty carefully followed, except in the Fifth and Fourth grades. - I have been giving the Fifth grade girl extra work in geography, outside of school. We studied in the small Frye's Geography to Asia. - I have made a careful study of North America, and the United States by itself - physiographical divisions, products, etc.

The Third grade pupils are all ready for the next year's work, and I think you will find the Second grade (with one or two exceptions - 39 especially) also quite ready for Third grade.

The First grade, while divided into three classes in Reading have been in two divisions in numbers - D. Schrader with the beginners.

The Fourth grade pupils, with the exception of Anna Jeschke, have ^{been irregular in} attendance for good work.

The Seventh grade has not covered the required amount of work. We have found it necessary to review a great deal. - We have not taken up History at all, but have put the time on the Geography. -

Classification and Standing for the Commencing

..... TERM.

Number	NAME OF PUPIL	Age	Year	Orthography	Reading	Writing	Arithmetic	Geography	Language	Grammar	Composition	History, U. S.	Physiology	Civil Government	Studies Completed this Term
1				Advanced											
1	Ethel Brittuiser			Sixth Grade											
1	Edward Schrader			Fourth Grade A.											
2	Katherine Eifers														
3	Helen Erickson														
4	Anna Jeschke														
5	Jos. Brittuiser														
6	Arthur Fender														
7	Bizzie Schultz														
8															
1	Emma Stunhouse														Fourth Grade B.
2	George Stunhouse														
3	Houise Schultz														
4	Frank Mueller														
5	Rose Mueller														
6	Houise Fender														
7	Fda Jeschke														
8	Arthur Rott														
1	Minnie Mueller														Third Grade
2	Elsie Rott														
3	H. Eichelberger														
4	W. Eichelberger														
5	Agnes Fender														
6															

TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL

SYLLABUS OF CLASSES

Total No. Days Present	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed	
				From	To

Remarks on the work of EACH PUPIL

READING.

GRAMMAR.

ARITHMETIC.

NUMBERS.

GEOGRAPHY.

HISTORY.

CIVIL GOVERNMENT.

PHYSIOLOGY

Record of Studies Completed.

Number	NAME OF PUPIL	Reader	Arithmetic	Geography	Grammar	History	Civil Government
--------	---------------	--------	------------	-----------	---------	---------	------------------

Third Grade

- | | | | | | | | |
|----|---------------------------|--|--|--|--|--|--|
| 6 | Julia Fender | | | | | | |
| 7 | Fred M ^c Cloud | | | | | | |
| 8 | Rizzie Goost | | | | | | |
| 9 | Anton Hamquist | | | | | | |
| 10 | Herbert Eipers | | | | | | |
| 11 | Hattie Shaw | | | | | | |

Second First Grade A

- | | | | | | | | |
|---|-----------------|--|--|--|--|--|--|
| 1 | Walter Erickson | | | | | | |
| 2 | John Jess | | | | | | |
| 3 | John Balzer | | | | | | |

First Grade A.

- | | | | | | | | |
|---|-------------------------------|--|--|--|--|--|--|
| 1 | Dorothy Schrader | | | | | | |
| 2 | Clarence M ^c Clain | | | | | | |
| 3 | Willie Eipers | | | | | | |
| 4 | Fred Jess | | | | | | |
| 5 | Willie Goost | | | | | | |
| 6 | Willie Hatch | | | | | | |

First Grade B.

- | | | | | | | | |
|---|--------------------------|--|--|--|--|--|--|
| 1 | Edward Pott | | | | | | |
| 2 | Eva M ^c Cloud | | | | | | |
| 3 | Maud Eipers | | | | | | |
| 4 | Eddie Mueller | | | | | | |
| 5 | Hattie Jeschke | | | | | | |

First Grade C.

- | | | | | | | | |
|---|-----------------|----|--|--|--|--|--|
| 1 | Marquise Eipers | 5 | | | | | |
| 2 | Adra Erickson | 5 | | | | | |
| 3 | Ebla Holmquist | 10 | | | | | |

Record of Studies Completed.

Number

NAME OF PUPIL

Reader

Arithmetic

Geography

Grammar

History

Civil
Government

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Record of Studies Completed.

Classification and Standing for the year commencing Sept. 3, 1900

Number	NAME OF PUPIL	Reader	Arithmetic	Geography	Grammar	History U.S.	Civil Government	Spelling	Physiology
Advanced Division.									
Seventh Grade.									
1.	Agnes Fender.	11	97	97	91	95	93	96	(Left in December)
2.	Julia Fender.	13	94	94	84	94	93	90	(Left in January)
3.	Arthur Fender.	14	86	76	90	86	91	89	(Left in November)
4.	Edward Schrader.	15	90	90	95	90	91	90	" " February
5.	Arthur Rott.	14	91	91	90	87	90	87	" " March
6.	John Falzer.	13	70	70	75	80	76	75	" " November
7.	Elic Rott.	12	85		$\frac{89}{6}$	$\frac{90}{6}$	91	89	" " in Sept. for 1st year
8.	Herbert Eipers.	14	82		$\frac{81}{6}$	$\frac{78}{6}$	89	79	" " April
9.	Walter Erickson.	12	80		$\frac{70}{6}$	$\frac{76}{6}$	82	75	" " March
Writing Sixth Grade.									
10.	Dorothy Schrader.	11	75	93	89	94	91	98	92
11.	Emma Steinhouse.	13	79	94	81	78	75	87	76 (Left in March to work)
12.	William Eipers.	12	88	92	78	90	84	96	80
13.	Maud Eipers.	11	92	93	91	93	91	97	91
14.	Eddie Mueller.	12	84	93	$\frac{85}{6}$	89	$\frac{89}{6}$	92	80
15.	Mable Driese.	13	80	90	75	89	75	90	83
16.	Willie Mueller.	14	81	79	70	75	70	87	73
17.	Oscar Eichelberger.	14	96	90	93	95	93	89	88
18.	Hattie Juchke.	11	91	91	92	94	92	98	92
Fifth Grade.									
19.	Marquerite Eipers.	9	97	92	91	$\frac{95}{6}$	$\frac{96}{6}$	$\frac{96}{6}$	$\frac{89}{6}$
20.	Adra Erickson.	10	82	70	83	84	92	$\frac{90}{6}$	$\frac{84}{6}$
21.	Edward Rott.	9	93	93	92	90	94	$\frac{85}{6}$	$\frac{91}{6}$
Fourth Grade.									
22.	John Driese.	10	80		$\frac{82}{6}$	90	90	96	$\frac{82}{6}$ (Entered late in year)
23.	Willie Kling.	10	95	90	$\frac{90}{6}$	93	94	97	$\frac{90}{6}$
24.	Adeline Kling.	9	87	89	$\frac{81}{6}$	95	90	97	$\frac{81}{6}$
25.	Willie Fender.	8	89	80	$\frac{85}{6}$	89	89	89	$\frac{85}{6}$ (Moved away in year)
Writing Third Grade.									
26.	Annabel Eipers.	7	97	8	$\frac{95}{6}$	84	96	$\frac{79}{6}$	
27.	Augusta Zander.	9	70		80	90	82	$\frac{81}{6}$	
Primary Division									
Second Grade B.									
28.	Walter Eichelberger.	9	98		89	95	90	$\frac{1}{98}$	
First Grade A.									
29.	Willie Eichelberger.	7	90		$\frac{84}{6}$	89	90		
30.	Harvey Rott.	6	78		$\frac{85}{6}$	89	90		
31.	Elic Mueller.	7	84		$\frac{90}{6}$	84	85		
32.	Hellie Mueller.	7	85		$\frac{90}{6}$	91	91		

Record of Studies Completed.

ending June 13, 1907.

Pearl Daniels - Teacher

Number	NAME OF PUPIL	Header	Arithmetic	Geography	Grammar	History	Civil Government	Remarks on Work of each class
		<u>Pupils in Each Class by Number</u>						
		<u>Class 1</u>						
			<u>Orthography</u>					
		7.	1, 2, 3, 4, 5, 6, 7, 8, 9					This class was entirely too irregular in attendance for any good work as a whole, although individuals did some excellent work.
	Very conscientious and faithful	6.	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21.			6th Reader Course of Study.		
		4.	22, 23, 24, 25, 26, 27			4th Baldwin Reader.		
	Fairly good, a little shiftless, wanting ambition. Too fond of fun, a very poor student, except when roused by talking.	A. 2.	28, 29, 30, 31, 32, 33.			1st Baldwin Reader.		
	Does excellent work. Attendance too irregular for good work. Fair work.	B. 1.	34, 35, 36.			Words on Board.	<u>Class 6</u>	
	Very good student.	7	1, 2, 3, 4, 5, 6, 7, 8, 9			Evangelical Primer outlined in course.		10, 12, 13, 15, on acct of regular attendance fully prepared to undertake 1st Baldwin work. 15, entered too late. 16, 17, 11, only come during the winter, so hard to classify them.
	A little irregular in study but fairly good. Poor in language. Entered too late to attain good work. Attendance too small for good work. Good work while here.	6	10, 11, 12, 13, 14, 15, 16, 17, 18			5th Reader 7-192.		
	Excellent Work.	5	16, 17, 20, 21.			Baldwin's 5th Reader.		
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	4	22, 23, 24.			Baldwin's 4th Reader.		
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	3	26, 27.			Baldwin's 2nd Reader.		
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	2.	28.			Baldwin's 1st Reader.		
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	A. 1.	29, 30, 31, 32, 36			Baldwin's Primer	<u>Class 5</u>	
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	B. 1.	33, 34, 35			Board work.	On the whole an excellent class, eager to learn, quick course of study to comprehend: although 20 must take up Geography again, being excused during absence thro. irregularity of parents.	
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	C. 1.	37, 38, 39, 40			Board work.		
	Moderate standing. Good work.	7.	1, 2, 3, 4, 5, 6, 7, 8, 9			Werner's 2nd Grade.	<u>Class 4</u>	
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	6.	10, 11, 12, 13, 14, 15, 16, 17, 18.			Werner's 2nd Grade.	Ready for 5th Grade; and able to do good work.	
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	5.	19, 20, 21.			Werner's 2nd Grade.		
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	4.	22, 23, 24, 25.			Werner's 2nd Grade.	<u>Class 3</u>	
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	3.	26, 27.			Werner's 2nd Grade.	26, very good, and prepared for 4th Grade; but 27, has been too irregular for any systemized work.	
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	2.	28, 29, 30, 31, 32, 33.			Werner's 2nd Grade.		
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	B. 1.	34, 35, 36, 37, 38			Board work.	<u>Class 2. B.</u>	
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	7.	1, 2, 3, 4, 5, 6, 7, 8, 9.			Werner's 2nd Grade.	28. Prepared for 3rd with but did not begin second Reader until Feb, so will go into 3rd Reader next Feb.	
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	5	19, 20, 21.			Werner's 2nd Grade.		
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	7.	1, 2, 3, 4, 5, 6, 7, 8, 9			Werner's 2nd Grade.	<u>Class 1. A.</u>	
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	6	10, 11, 12, 13, 15, 16, 17, 18			Werner's 2nd Grade.	Think they will be able to take up 3rd Arithmetic with standing as a class.	
	Excels in all studies except writing & spelling. Attendance too irregular. Must take up 3rd Arithmetic again.	5	19, 20, 21, 22, 23, 24, 25			Werner's 2nd Grade.		

Record of Studies Completed.

Classification and Standing for Year commencing Sept. 3, 1903.

Number	NAME OF PUPIL	Reader	Arithmetic	Spelling Geography	Language Grammar	Reading History	Writing Civil Government	Physical
First Grade B.								
33.	Julia Klinger.	10.	70			89.	90.	
34.	Margaret Klinger.	8.	85		Oral Lessons.	88.	90.	
35.	Juanita Eifers.	6.	86		Oral Lessons.	93.	89.	
36.	Arnold Kling.	7.	93.			93	93.	Oral Lessons.
Primer Class.								
37.	Mable Hogefer.				Oral Lessons.	90	91.	
38.	Lillie Hogefer.				Oral Lessons.	93.	93	
39.	Loretta Kling.					94.	95	
40.	Ferdinand Zander.					84	90	

Teacher's Remarks to Inspectors.

You will find the school with few exceptions, very good in discipline, eager for knowledge, and earnest students. The course of study has been followed as carefully as possible except in 7th Grammar, 6th Grammar, and 5th Language; the text books not corresponding to the course in many particulars.

The 7th Grade has been too irregular in attendance to accomplish much work as a class; being composed of boys who only come for a few months in the winter, who generally take up the work at the point where they left off the previous winter. So no systemized grade can be well carried out in this class.

The 6th Grade pupils (with the exception of 15, 16, 11, and 17, who come too irregularly for good work) are excellent students, inclined to be a little mechanical in learning (such as learning by heart instead of picking out facts and remembering of them), which habit I have tried to break, but still it clings to a few.

The 5th grade are all prepared for 6th grade work except 20, who must review Geography with 5th grade.

4th Grade ready 5th Grade work; 22, is tiring late in Spring, and attending henceforth so irregularly that it was difficult to determine the grade of his work. I think he will progress with 5th grade however.

26, an excellent student, but poor in spelling, is fully prepared to take up 4th Grade work. 27, however must take up 3rd Arithmetic again.

Second grade pupil, 28, a little irregular in studies; prepared for 3rd Arithmetic, but will not enter 3rd Reader until February 1904.

On acct of so many classes have alternated 5th Spelling, also 3rd Spelling so next year 4th Grade will take 3rd Grade Spelling and 5th Grade 5th

List of Graduates.

IN SCHOOL DISTRICT No. 104

Pearl Daniels - Teacher

NO.	NAMES	Age	DATE			REMARKS
			Month	Day	Year	
	Remarks on Individual Pupils:					on classes First Grade B.
	Started to take 2nd Arith, but not capable, so must begin again. Good Worker					This class with the exception of 36, begin in the 1st Baldwin's Reader, having been thro' the Primer, this last year. 36 takes up 2nd Reader. Ready for Werner 2nd Grade Arith.
						These little ones, with exception of 40, whose attendance was irregular, that he was put in this class, began late in the spring, and are prepared to enter 1st Reader the first of first reading thro' the Primer being abolished, as useless, and a waste of time. Have had board work in Arithmetic, Illustrated and told stories, and learned many little memory verses.
	Pupils in each class by number (continued)					
	Physiology.					Text Book Used
6.	10, 11, 12, 13, 14, 15, 16, 17, 18.					
4.	19, 20, 21, 23, 24, 25.					Course of Study
2.	26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36.					" " "
	Language					
3.	26, 27.					Work as outlined in course
1.	28, 29, 30, 31, 32, 3					" " "
	Civil Government					
	On acct of irregular attendance of 17th Grade, unable to take it up.					
	Writing.					
1.	1, 2, 3, 4, 5, 6, 7, 8, 9, 1					Course of Study
6.	10, 11, 12, 13, 14, 15, 16, 17, 18.					" " "
5.	19, 20, 21.					Merrill's Vertical Penmanship not
4.	22, 23, 24, 25.					" " " No 1
3.	26, 27.					" " " No 1
81.	28, 29, 30, 31, 32, 33, 34, 35, 36.					Board Work.
	History.					
7.	1, 2, 3, 4, 5, 6, 7, 8, 9					Montgomery's History 1st 1-200
6.	10, 11, 12, 13, 14, 15, 16, 17, 18					Montgomery's Child's History completed
	Composition					
	All higher grades took composition work in connection with Grammar. Lower grades with language.					
	Music.					
	All grades in general exercises.					

TEACHERS NEED REST.

AFTER the day's nervous wear teachers should have on hand a selection of refreshing, interesting books to read—something both restful and helpful. Such a book is the "Buckeye Hawkeye Schoolmaster."

It is a charming story, of which the hero is a school teacher, and into it is woven, in a delightful manner, hundreds of helpful suggestions to teachers. While the reader is rested, and refreshed and delighted with the story, he is also charmed with the pictures the author draws of teachers who are full of tact and resources, of fresh and enlivening lessons from nature, of exercises that relieve the pupils from the monotonous routine of school work, of bright, quick and original pupils who are the result of such instruction.

Every teacher should read it

PRICE, 50 CENTS.

W. M. WELCH & COMPANY
PUBLISHERS

HOW TO ORGANIZE, CLASSIFY AND TEACH A COUNTRY SCHOOL.

(Cloth Bound, \$1.00.)

EVERY TEACHER USING WELCH'S CLASSIFICATION REGISTER SHOULD READ THIS BOOK AND BE INFORMED OF THE ADVANTAGES OF THE COUNTRY SCHOOLS AND TEACHING COURSE FOR SCHOOLS ADOPTED BY THE STATE TEACHERS' READING CIRCLES OF THREE STATES.

Because it is especially helpful to Country Teachers and peculiarly adapted to their work, I used as the Basis of Chapters in 574 counties by Institute Instructors in discussing Organization, Graduation, Classification, and Teaching Country Schools.

It will help City Teachers as well as Country Teachers, also those not using Welch's Classification Register, as well as those who are using it. Read, try, and following outline and see if the topics treated interest you. It aims:

To tell the most in the fewest words.

To place before teachers only what is practical.

To enable teachers to classify their pupils and systematize their country school work.

To reduce the number of classes to the minimum.

To give teachers practical methods of presenting each branch.

To help teachers to educate themselves at home.

To aid the teachers in the study of mental philosophy.

The following is an Outline of this book for topical discussion as used by the STATE TEACHERS' READING CIRCLES, also TEACHERS' INSTITUTES that have adopted it:

OUTLINE OF LESSONS

First read Preface, Introduction, and glance over the Table of Contents.

1. *Preliminaries to School Work.* (Pages 1 to 14.)
- a. Sequencing a school.
- b. Getting acquainted with district.
- c. Preparations for first day—Have a plan—Assign work.
- d. Working up an attendance.

HOW TO STUDY.

A BOOK FOR SELF-IMPROVEMENT IN SCHOOL AND HOME.

The purpose of this book is

1st. To train students in correct habits of studying each branch; to inculcate method and system; to lead them to such habits of study and of thought as will conduce to the healthful growth of the various faculties of the mind and make bright, active, interested pupils where now are dull, plodding and indifferent ones; to lead them to study with interest and avidity for growth regardless of "amount score ever" or of "what books student" to read them to 16-21 habits of life that will go with them beyond the school-room, and guide and control them in each day's work, and encourage and nerve them in fighting each battle and solving each problem that every day is sure to bring to earnest and thoughtful students, especially to those with a healthful sense of responsibility.

2d. To give special attention to character building. The teacher's job, to carefully observe and methodically examine pupils in the Elements of Character, such as truthfulness, honesty, chastity, generosity, unselfishness, brotherly love, patriotism, valor, nobility, etc., to note those whose lives are frank with the glories of selfishness and the black weeds of impurity and meanness; to lead the pupils themselves to a realization of their defects and weaknesses and an appreciation of the virtues they possess or may attain, and to instruct and drill them, through the inspiration of noble thoughts and the emulation of noble persons, to become, day by day, purer, stronger, nobler boys and girls.

3d. Teachers can easily form one class of the Third, Fourth and Fifth Reader pupils in each school, for recitation and drill in the work each day. The book itself will form the basis of the lesson for discussion, but selections from other authors, relating to the subject under discussion, may be brought in, anecdotes of important historical characters told or read, and assigned essays on the topics discussed may be read by the pupils themselves.

4th. To teachers who form such a class we will furnish a book for their desks free, and will make a very low rate on a number for their pupils.

THE TRUE END OF EDUCATION

We quote the following from Hon. J. L. Brown's editorial in his paper, the Herald:

"Knowledge and wisdom are very different things. Many people acquire knowledge, few get wisdom."

"The faculty of acquiring and communicating is not one of the highest order. In fact, it is often found in inverse ratio to the power to organize, apply and utilize, and is a strong mark of accounting knowledge may do more for the student than the knowledge itself benefits."

"Not so much what facts a student grasps from a study as what he acquires; not the knowledge acquired but the wisdom developed; not the learning of the books but the healthful growth of the man, physically, mentally and morally, is the true end of education."

The above quotations are from the author's preface of a valuable little book, designed for the use of pupils in self-improvement, both in school and at home, entitled: "How to Study," by W. M. Welch.

This book aims to give pupils suggestions and direction as to the manner and method of study. In the first forty pages it gives general suggestions on developing an active, healthful, vigorous mind, and points out the evil effects of bad habits of study and of thought.

Next it takes up the common branches separately, giving suggestions on the method of studying, etc. The last part is devoted to character building, or the development of the man as a work apart from the acquisition of knowledge.

While the entire work is unique, intensely interesting and destined to be of inestimable value, to teachers no less than pupils, the last part contains the crowning features that vit, some day, we hope, revolutionize, not only the entire system of education in our common schools, but the social aims of the average social circle of the present day as well. We regard this little work as one of the most valuable contributions to human progress that this progressive age has produced, and we have no hesitation in saying that a copy of it should be in the hands of every teacher and every pupil of the Third, Fourth and Fifth Reader classes in all our schools and a systematic use made of them, until it can no longer be truthfully said of the average graduate of our schools: "He has learned all the knowledge of the book, and yet it's a meamer than when he entered school."

